Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Honors/Period:\_\_\_\_\_\_\_\_\_\_\_\_\_

**~Student Gallery Crawl~**

**~Identifying Problems & Creating Solutions~**

**10pts-** Artist clearly points out 16 (8 problems with 8 solutions) unique “artistic interpretations” in their artwork. Each “artistic interpretation” pairing is symbolic of a conflict that takes place within the novel The Greatest (with text references), and its student generated solution. Solutions are student generated, as if they were *“in the character’s shoes”*. All solutions are time period and plot appropriate. Artist provides a detailed explanation of how each solution addresses the problem, and why they believe it is the best available option. Artist’s explanation of all symbols is relevant, telling, and provides the audience with insights that go beyond the obvious or predictable.

**8pts**- Artist clearly points out 16 (8 problems with 8 solutions) unique “artistic interpretations” in their artwork. Each “artistic interpretation” pairing is symbolic of a conflict that takes place within the novel The Greatest (with some text references), and its student generated solution. Solutions are student generated, as if they were *“in the character’s shoes”*. 6-8 solutions are time period and plot appropriate. Artist provides an explanation of how the solutions address the problems, but may not consistently provide details as to why they are the best option. Some solutions may not be time period or plot appropriate. Ideas are reasonably clear, though they may not be detailed, personalized, or expanded enough to show in-depth understanding or a strong sense of purpose.

**7pts**- Artist clearly points out 12-14 (problems matched with solutions) unique “artistic interpretations” in their artwork. Each “artistic interpretation” pairing is symbolic of a conflict that takes place within the novel The Greatest (with some text references), and its student generated solution. Most solutions are student generated, as if they were *“in the character’s shoes”*. 5-7 solutions are time period and plot appropriate. Artist’s explanations attempt to convey meaning of symbols; however, details may lack clarity and be obvious to the audience.

**1pt**- Little or no clear evidence of symbolic representation of problems and solutions.

**~Digging Deeper~**

**5pts**- The *cause* of each problem is correctly categorized into one of the four change generalizations. Each change generalization is clearly represented twice on the artwork (two per category of change). The artist thoroughly explains with a depth of understanding how each qualifies as a change, and is convincing when elaborating on why it best fits into the chosen category of change.

**4pts**- The *cause* of each problem is correctly categorized into one of the four change generalizations. Each change generalization is represented twice on the artwork (two per category of change). The artist explains how each qualifies as a change, and speaks knowledgeably about the topic when explaining why it best fits into chosen category of change.

**2pt**- Some *causes* are correctly categorized into one of the four change generalizations. Some of the generalizations are represented on the artwork The artist shows some knowledge of the generalizations when explaining how each qualifies as a change, and why it best fits into chosen category of change.

**1pts**- Little or no clear evidence of change categorized into various generalizations.

**~Creating a Viewers Guide~**

**3 pts-** The artist creates a well organized, one page graphic organizer (Viewers Guide) which identifies the significance of each “artistic interpretation”. The organizer clearly displays: an explanation of the problem each “artistic interpretation” is based upon (with text references for each), the student generated solution for each problem, and a descriptive explanation of how the problems/solutions can be located on the artwork. Explanations are descriptive and can easily be used by the reader to guide themselves through the viewing of the artwork. Artwork’s title is clearly indicated on the guide.

**2 pts-** The artist creates a well organized, one page graphic organizer (Viewers Guide) which identifies the significance of each “artistic interpretation”. The organizer clearly displays: an explanation of the problem each “artistic interpretation” is based upon (with text references for 7/8 causes), the student generated solution for each problem, and a descriptive explanation of how the problems/solutions can be located on the artwork. Explanations are descriptive, but somewhat vague at times, making it sometimes difficult for the reader to guide themselves through the viewing of the artwork. Title of artwork is clearly indicated on the guide.

**1pt-** The artist creates a one page graphic organizer (Viewers Guide) which identifies the significance of each “artistic interpretation”. The organizer displays: an explanation of the problem each “artistic interpretation” is based upon, the student generated solution for each problem, and an explanation of how the problems/solutions can be located on the artwork. Explanations are attempted, but are of little help to the reader while viewing the artwork. Title of artwork is clearly indicated on the guide.

**0 pts**.- Graphic organizer not included.

**~Choice of Medium~**

**5 pts-** The artist writes a brief reflective piece explaining (at least three well written paragraphs) why the choice of medium used best expresses his/her understanding of the text. The paragraphs provide examples of other media considered, and gives detailed insight on why each was ruled out. Rough drafts with corrections are turned in with final copy. The paragraphs contain no more than 1-2 errors in conventions.

**4 pts-** The artist writes a brief reflective piece explaining (at least two well written paragraphs) why the choice of medium used best expresses his/her understanding of the text. The paragraphs provide examples of other media considered, and gives some insight on why each was ruled out. The paragraphs contain no more than 3-4 errors in conventions.

**2pts-** The artist writes a short explanation (at least one well written paragraphs) of why the medium they chose to use when presenting their “artwork” is the best choice for what they wanted to express. The number of errors in conventions detracts from the work’s fluency.

**0 pts-** Little or no paragraph explanation provided.

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**~10% off for each class period late~**

**~Rubric must be turned in with project to be considered “on-time.”**

**~Name must be clearly evident on artwork, chart, & rubric. Projects turned in without a name will not be considered on-time.**